

**Minnesota State University Moorhead**  
**2006-2007 Assessment Plan Cover Sheet**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

*Note: All programs will complete this form.*

**Degree Program: East Asian Studies Major (Japanese)**

**Department: Languages & Cultures**

**College: Artrs and Humanities**

**Date: 2/6/07**

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing                       New                       Revision

**1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members**

Takanori Mita and Su-Lin Tai

**2. List of All Student Learning Outcomes.** (List and number all outcomes, placing an asterisk (\*) by the outcomes you are assessing this year.)

- \*1. East Asian Studies Major is able to demonstrate listening comprehension skills.
- \*2. East Asian Studies Major is able to demonstrate writing skills.
- \*3. East Asian Studies Major is able to demonstrate reading skills.

**3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.**

We need a tool to evaluate our students' proficiency objectively. Our goal is students must lead their life comfortably in Japan for academic and occupational purposes. Our curriculum should be developed according to the goals prescribed by the authorized academic office in Japan. The Ministry of Education in Japan administers Japanese Proficiency tests to nonnative speakers of Japanese inside and outside Japan for Levels 1-4 (61,457 applicants inside Japan and 294,787 outside Japan as of 2005). Level 1 is the highest stage which authorizes non-Japanese students to take regular classes at undergraduate and graduate levels in Japan. The test is similar to TOEFL (Test of English as a Foreign Language). The only difference is that Japanese Proficiency Test has four levels of comprehensive proficiency tests, rather than a broad score range.

#### 4. Signatures

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Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

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2006-2007 Assessment Planning Form**

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**Academic Program:** East Asian Studies Major (Japanese)

**1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):**

1. Oral communication (listening comprehension)

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

|  |  |
|--|--|
| <input checked="" type="checkbox"/> Knowledge/content          | <input type="checkbox"/> Information literacy            |
| <input type="checkbox"/> Intellectual development              | <input type="checkbox"/> Lifelong learning               |
| <input type="checkbox"/> Talents                               | <input type="checkbox"/> Service                         |
| <input type="checkbox"/> Critical thinking                     | <input type="checkbox"/> Citizenship                     |
| <input checked="" type="checkbox"/> Oral communication         | <input type="checkbox"/> Responsibility and ethics       |
| <input checked="" type="checkbox"/> Written communication      | <input checked="" type="checkbox"/> Global understanding |
| <input type="checkbox"/> Mathematics                           | <input type="checkbox"/> Other:                          |
| <input checked="" type="checkbox"/> Multiculturalism/diversity | <input type="checkbox"/> Other:                          |

**3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.**

We will set the goals of the four skills areas of our program in accordance with the levels for non-native speakers of Japanese to reach for the academic criteria prescribed by the Ministry of Education, Japan. In accordance with those goals the Japanese curriculum should be developed--first year (101 and 102), second year (201 and 202), and third year (301 and 302) levels in the four skills areas to meet the criteria needed for Japan's academic standards. From the first year to third year levels, curriculum should be comprehensive--our students are not at the level where some particular skills should/can be developed/reinforced Intensive Japanese studies in Japan is the most important opportunity to boost the students' proficiency. The students who have completed one-two years study at MSUM should be encouraged to study in Japan in order to develop native-like proficiency in the four skills.

**4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)**

JLPT (Japanese Language Proficiency Test administered in Japan for non-Japanese students for college admissions) will be modified to meet our curriculum. The test is a multiple choice type and objective in terms of item difficulty and nonartistic translation skills required.

**5. Who is assessed? When are they assessed?**

Students of Japanese at the terminal level of Japanese 302.

**6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?**

Dr. Takanori Mita, Associate Professor of Japanese is responsible for designing and evaluation of the test. He will discuss with Dr. Tai, Assistant Professor of Chinese to evaluate overall results as the language programs in East Asian Studies Major Program.

**7. What is level of student performance is expected for this outcome?**

Our terminal goal for those with three-year language studies at MSUM should be close to Level 3 of Japanese Language Proficiency Level, controlling 300 Chinese characters, 1,500 words, oral interaction in everyday conversation, and reading and writing of simple sentences, which level is normally reached after studying Japanese for 300 hours. Sixty percent is the authorized passing score for Levels 2, 3, and 4. We will adopt that passing score.

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**Academic Program:** East Asian Studies Major (Japanese)

**1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):**

3. Written communication (writing skills, grammar, and culture-based knowledge)

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

|  |  |
|--|--|
| <input checked="" type="checkbox"/> Knowledge/content          | <input type="checkbox"/> Information literacy            |
| <input type="checkbox"/> Intellectual development              | <input type="checkbox"/> Lifelong learning               |
| <input type="checkbox"/> Talents                               | <input type="checkbox"/> Service                         |
| <input type="checkbox"/> Critical thinking                     | <input type="checkbox"/> Citizenship                     |
| <input checked="" type="checkbox"/> Oral communication         | <input type="checkbox"/> Responsibility and ethics       |
| <input checked="" type="checkbox"/> Written communication      | <input checked="" type="checkbox"/> Global understanding |
| <input type="checkbox"/> Mathematics                           | <input type="checkbox"/> Other:                          |
| <input checked="" type="checkbox"/> Multiculturalism/diversity | <input type="checkbox"/> Other:                          |

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3. Written communication (reading skills, grammar, and culture-based knowledge)

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

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